



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2009
Code: 11901456
SAU: Yarmouth Schools
School: Frank H Harrison Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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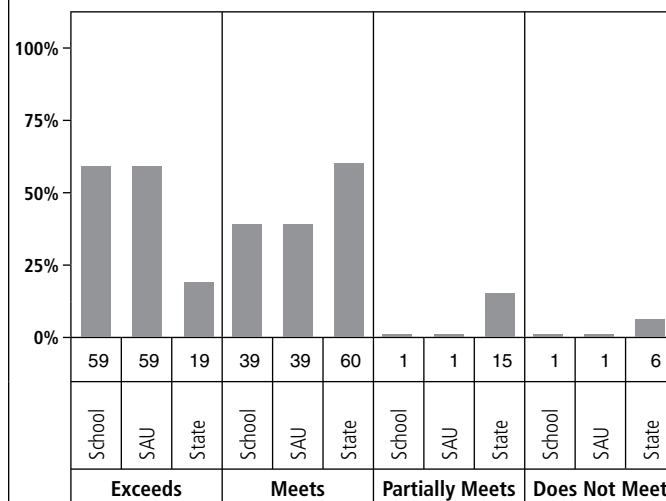
SUMMARY OF SCORES

Test Date: March 2009
 Grade: 7
 SAU: Yarmouth Schools
 School: Frank H Harrison Middle School

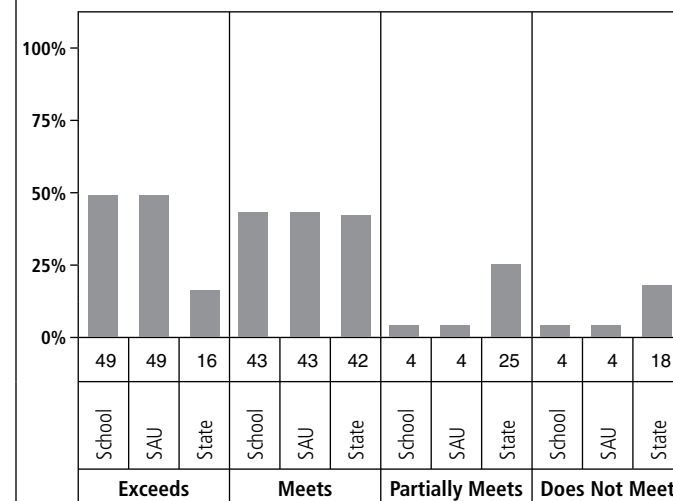
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading 2006–2007 2007–2008 2008–2009 Cum. Avg.*	757 762 765 762	757 762 765 762	748 750 751 750
Mathematics 2006–2007 2007–2008 2008–2009 Cum. Avg.*	753 756 760 756	753 756 760 756	742 743 745 743

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 7
SAU: Yarmouth Schools
School: Frank H Harrison Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	104	100	104	100	14446	100	104	100	104	100	14316	99	104	100	104	100	14322	99						
Ethnicity African American/Black	0	0	0	0	432	3	0	0	0	0	416	97	0	0	0	0	421	98						
American Indian or Native Alaskan	0	0	0	0	124	1	0	0	0	0	121	98	0	0	0	0	122	99						
Asian or Pacific Islander	4	4	4	4	260	2	4	100	4	100	255	98	4	100	4	100	259	100						
Hispanic	0	0	0	0	147	1	0	0	0	0	144	99	0	0	0	0	144	99						
Caucasian/White	100	96	100	96	13483	93	100	100	100	100	13380	99	100	100	100	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	4	4	4	4	2428	17	4	100	4	100	2391	99	4	100	4	100	2391	99						
Current LEP	1	1	1	1	334	2	1	100	1	100	318	95	1	100	1	100	328	98						
Economically disadvantaged	8	8	8	8	5498	38	8	100	8	100	5431	99	8	100	8	100	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	100	96	100	96	11742	81	101	97	101	97	11754	81						
Identified disability (PET/IEP)	2	2	2	2	367	3	2	2	2	2	365	3						
LEP	1	1	1	1	168	1	1	1	1	1	169	1						
504 plan	0	0	0	0	183	2	0	0	0	0	187	2						
Participation with accommodations	4	4	4	4	2367	16	3	3	3	3	2366	16						
Identified disability (PET/IEP)	2	50	2	50	1819	77	2	67	2	67	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	2	50	2	50	358	15	1	33	1	33	346	15						
Participation through alternate assessment (PAAP)	0	0	0	0	205	1	0	0	0	0	202	1						
Identified disability (PET/IEP)	0	0	0	0	205	100	0	0	0	0	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	33	0	0	0	0	0	32	0						
Non-participation – other	0	0	0	0	97	1	0	0	0	0	92	1						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 7
SAU: Yarmouth Schools
School: Frank H Harrison Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	32	36	32	36	2630	18
	2007-2008	60	52	60	52	2604	18
	2008-2009	61	59	61	59	2618	19
	Cum. Total*	153	49	153	49	7852	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	47	52	47	52	7605	51
	2007-2008	46	40	46	40	8049	55
	2008-2009	41	39	41	39	8484	60
	Cum. Total*	134	43	134	43	24138	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	7	8	7	8	3000	20
	2007-2008	6	5	6	5	2672	18
	2008-2009	1	1	1	1	2108	15
	Cum. Total*	14	5	14	5	7780	18
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	4	4	4	4	1620	11
	2007-2008	4	3	4	3	1190	8
	2008-2009	1	1	1	1	899	6
	Cum. Total*	9	3	9	3	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	43.1	77.0	43.1	77.0	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	15.0	75.0	15.0	75.0	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	28.1	78.1	28.1	78.1	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: Yarmouth Schools
 School: Frank H Harrison Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	104	61	59	41	39	1	1	1	1	765	104	59	39	1	1	765	14109	19	60	15	6	751
Ethnicity																						
African American/Black	0										0						409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	4										4						253	24	59	11	6	753
Hispanic	0										0						142	14	56	17	13	747
Caucasian/White	100	60	60	38	38	1	1	1	1	765	100	60	38	1	1	765	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2186	2	36	35	27	737
No	100	61	61	38	38	0	0	1	1	766	100	61	38	0	1	766	11923	22	65	11	3	754
Current LEP																						
Yes	1										1						311	4	41	29	26	739
No	103	61	59	40	39	1	1	1	1	765	103	59	39	1	1	765	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	8	2	25	4	50	1	13	1	13	751	8	25	50	13	13	751	5300	8	58	22	11	746
No	96	59	61	37	39	0	0	0	0	766	96	61	39	0	0	766	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	104	61	59	41	39	1	1	1	1	765	104	59	39	1	1	765	14101	19	60	15	6	751
Gender																						
Female	58	36	62	20	34	1	2	1	2	765	58	62	34	2	2	765	6993	24	61	11	4	754
Male	46	25	54	21	46	0	0	0	0	765	46	54	46	0	0	765	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1025	10	53	27	11	745
No	104	61	59	41	39	1	1	1	1	765	104	59	39	1	1	765	13084	19	61	14	6	752
Gifted/talented program																						
Yes	12	11	92	1	8	0	0	0	0	775	12	92	8	0	0	775	676	66	33	1	0	766
No	92	50	54	40	43	1	1	1	1	764	92	54	43	1	1	764	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 7
SAU: Yarmouth Schools
School: Frank H Harrison Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	1	50	1	50	0	0	0	0	759	2	50	50	0	0	759	7	8	48	25	19	743
B. less than one hour	20	11	52	8	38	1	5	1	5	761	20	52	38	5	5	761	52	17	62	15	6	751
C. one to two hours	63	41	62	25	38	0	0	0	0	766	63	62	38	0	0	766	37	23	61	12	4	753
D. more than two hours	14	8	53	7	47	0	0	0	0	768	14	53	47	0	0	768	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	39	32	78	9	22	0	0	0	0	769	39	78	22	0	0	769	30	33	56	7	4	756
B. good	48	24	48	25	50	0	0	1	2	763	48	48	50	0	2	763	49	16	64	14	5	751
C. fair	12	5	42	6	50	1	8	0	0	758	12	42	50	8	0	758	19	5	59	26	10	745
D. poor	1	0	0	1	100	0	0	0	0	746	1	0	100	0	0	746	3	3	45	32	21	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	53	37	67	17	31	0	0	1	2	765	53	67	31	0	2	765	33	24	62	10	3	754
B. They match some of what I have learned.	39	21	53	19	48	0	0	0	0	766	39	53	48	0	0	766	52	18	62	15	5	751
C. They match just a little of what I have learned.	6	3	50	3	50	0	0	0	0	766	6	50	50	0	0	766	11	11	54	23	13	746
D. There is no match.	2	0	0	1	50	1	50	0	0	745	2	0	50	50	0	745	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	13	9	69	4	31	0	0	0	0	766	13	69	31	0	0	766	17	16	55	18	12	748
B. about the same as my regular schoolwork	74	43	57	31	41	1	1	1	1	764	74	57	41	1	1	764	65	19	62	14	5	752
C. easier than my regular schoolwork	14	9	64	5	36	0	0	0	0	767	14	64	36	0	0	767	17	22	60	13	5	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	7	2	29	3	43	1	14	1	14	752	7	29	43	14	14	752	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	45	24	51	23	49	0	0	0	0	764	45	51	49	0	0	764	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	48	35	70	15	30	0	0	0	0	768	48	70	30	0	0	768	38	28	60	9	3	756
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	29	18	60	11	37	1	3	0	0	766	29	60	37	3	0	766	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	67	41	59	28	40	0	0	1	1	765	67	59	40	0	1	765	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	4	2	50	2	50	0	0	0	0	764	4	50	50	0	0	764	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	20	17	81	4	19	0	0	0	0	770	20	81	19	0	0	770	21	27	57	11	5	755
B. 20 minutes to an hour	64	36	54	30	45	0	0	1	1	764	64	54	45	0	1	764	45	22	62	12	4	753
C. less than 20 minutes	11	8	73	3	27	0	0	0	0	769	11	73	27	0	0	769	13	13	61	17	8	749
D. I rarely read at home.	5	0	0	4	80	1	20	0	0	749	5	0	80	20	0	749	21	7	59	24	11	746
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 7
SAU: Yarmouth Schools
School: Frank H Harrison Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	27	30	27	30	2142	14
	2007-2008	50	43	50	43	2028	14
	2008-2009	51	49	51	49	2220	16
	Cum. Total*	128	41	128	41	6390	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	43	48	43	48	5642	38
	2007-2008	50	43	50	43	5703	39
	2008-2009	45	43	45	43	5879	42
	Cum. Total*	138	45	138	45	17224	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	14	16	14	16	4077	27
	2007-2008	9	8	9	8	3733	26
	2008-2009	4	4	4	4	3537	25
	Cum. Total*	27	9	27	9	11347	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	6	7	6	7	3001	20
	2007-2008	7	6	7	6	3054	21
	2008-2009	4	4	4	4	2484	18
	Cum. Total*	17	5	17	5	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	40.5	72.3	40.5	72.3	29.9	53.4
A. Number	14	25	9.9	70.7	9.9	70.7	7.7	55.0
B. Data	16	29	11.1	69.4	11.1	69.4	8.1	50.6
C. Geometry	12	21	9.4	78.3	9.4	78.3	6.9	57.5
D. Algebra	14	25	10.1	72.1	10.1	72.1	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: Yarmouth Schools
 School: Frank H Harrison Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	104	51	49	45	43	4	4	4	4	760	104	49	43	4	4	760	14120	16	42	25	18	745
Ethnicity																						
African American/Black	0										0						416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	4										4						258	25	43	19	13	750
Hispanic	0										0						142	8	39	23	30	739
Caucasian/White	100	49	49	43	43	4	4	4	4	760	100	49	43	4	4	760	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2189	2	17	27	53	728
No	100	51	51	44	44	3	3	2	2	762	100	51	44	3	2	762	11931	18	46	25	11	748
Current LEP																						
Yes	1										1						323	4	20	28	48	729
No	103	51	50	44	43	4	4	4	4	761	103	50	43	4	4	761	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	8	0	0	5	63	1	13	2	25	741	8	0	63	13	25	741	5308	7	35	30	28	738
No	96	51	53	40	42	3	3	2	2	762	96	53	42	3	2	762	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	104	51	49	45	43	4	4	4	4	760	104	49	43	4	4	760	14112	16	42	25	18	745
Gender																						
Female	58	26	45	25	43	3	5	4	7	758	58	45	43	5	7	758	6992	16	43	25	16	745
Male	46	25	54	20	43	1	2	0	0	763	46	54	43	2	0	763	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1024	7	26	36	31	736
No	104	51	49	45	43	4	4	4	4	760	104	49	43	4	4	760	13096	16	43	24	17	745
Gifted/talented program																						
Yes	12	11	92	1	8	0	0	0	0	772	12	92	8	0	0	772	676	68	29	2	0	767
No	92	40	43	44	48	4	4	4	4	759	92	43	48	4	4	759	13444	13	42	26	18	744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 7
SAU: Yarmouth Schools
School: Frank H Harrison Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	1	50	0	0	0	0	1	50	741	2	50	0	0	50	741	7	6	30	28	36	735
B. less than one hour	20	11	52	8	38	0	0	2	10	759	20	52	38	0	10	759	52	16	42	25	17	745
C. one to two hours	63	31	47	32	48	2	3	1	2	761	63	47	48	3	2	761	37	18	44	24	14	747
D. more than two hours	14	8	53	5	33	2	13	0	0	763	14	53	33	13	0	763	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	27	24	86	4	14	0	0	0	0	771	27	86	14	0	0	771	26	35	43	12	9	754
B. good	62	26	41	35	55	0	0	3	5	759	62	41	55	0	5	759	46	13	48	25	15	745
C. fair	10	1	10	5	50	3	30	1	10	745	10	10	50	30	10	745	23	3	32	37	27	737
D. poor	2	0	0	1	50	1	50	0	0	741	2	0	50	50	0	741	5	1	22	37	40	731
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	30	15	48	14	45	0	0	2	6	760	30	48	45	0	6	760	26	23	43	20	13	749
B. They match some of what I have learned.	57	31	53	24	41	2	3	2	3	762	57	53	41	3	3	762	53	15	45	26	15	746
C. They match just a little of what I have learned.	13	5	38	6	46	2	15	0	0	757	13	38	46	15	0	757	17	9	35	32	24	740
D. There is no match.	1	0	0	1	100	0	0	0	0	754	1	0	100	0	0	754	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	22	12	52	8	35	1	4	2	9	759	22	52	35	4	9	759	37	8	40	29	23	740
B. about the same as my regular schoolwork	54	25	45	26	46	3	5	2	4	760	54	45	46	5	4	760	51	16	44	25	15	746
C. easier than my regular schoolwork	24	14	56	11	44	0	0	0	0	764	24	56	44	0	0	764	12	41	35	13	11	755
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	26	13	48	13	48	0	0	1	4	761	26	48	48	0	4	761	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	64	35	52	28	42	3	4	1	1	762	64	52	42	4	1	762	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	10	3	30	4	40	1	10	2	20	747	10	30	40	10	20	747	5	14	27	25	34	738
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	2	67	0	0	1	33	737	3	0	67	0	33	737	8	8	30	29	33	737
B. 30–45 minutes	30	13	42	14	45	2	6	2	6	758	30	42	45	6	6	758	38	13	40	27	20	743
C. 45–60 minutes	62	36	56	27	42	0	0	1	2	763	62	56	42	0	2	763	42	20	45	23	12	748
D. more than 60 minutes	5	2	40	2	40	1	20	0	0	757	5	40	40	20	0	757	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	1	1	100	0	0	0	0	0	0	780	1	100	0	0	0	780	15	19	38	25	19	745
B. two or three days a week	13	8	62	4	31	1	8	0	0	764	13	62	31	8	0	764	31	18	42	24	16	746
C. two or three times a month	40	21	51	14	34	2	5	4	10	758	40	51	34	5	10	758	26	17	43	24	17	746
D. never or almost never	47	21	44	26	54	1	2	0	0	762	47	44	54	2	0	762	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	3	3	100	0	0	0	0	0	0	774	3	100	0	0	0	774	10	12	39	24	24	741
B. two or three days a week	23	13	54	9	38	2	8	0	0	763	23	54	38	8	0	763	22	13	43	26	18	744
C. two or three times each month	53	29	53	23	42	1	2	2	4	761	53	53	42	2	4	761	33	18	44	25	13	747
D. never or almost never	20	6	29	12	57	1	5	2	10	754	20	29	57	5	10	754	35	16	40	25	19	744
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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